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ABSTRACT

This curriculum bulletin is designed as a guide for supervisors and physical education teachers concerned with organizing and administering instructional wrestling programs for boys in grades 7-12. Objectives, basic rules, and a scope and sequence chart are presented in the first chapter. The scope and sequence chart is included so that appropriate skills may be taught in each grade to permit progress through succeeding levels of difficulty. Chapter 2 describes (a) fundamental positions; (b) breakdowns; (c) pinning combinations and breaks; (d) escapes, reversals, and counters; and (e) takedowns and counters. Chapter 3 deals with conditioning. It stresses (a) preceding the wrestling unit by a unit on conditioning and physical fitness, and (b) including a warmup at the beginning of each instructional period. Chapter 4 lists ways to initiate the unit and gives teaching suggestions, evaluation methods, and culminating activities. Chapter 5 covers facilities and equipment, including gymnasium layout, uniforms, and supplies. Chapters 6 and 7 look at (a) time allotment, (b) objectives, (c) motivating techniques, and (d) scope and sequence. Chapter 6 presents a suggested unit for grades 7-9 and chapter 7, a unit for grades 10-12. Chapter 8 presents a suggested lesson outline. Appendixes are a list of references and list of selected multimedia aids. The text is illustrated with pen drawings of various wrestling positions. (PB)

WRESTLING

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PHYSICAL EDUCATION
Secondary Schools

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WRESTLING

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FOREWORD

It has long been a general objective of education to help students develop and maintain a sound body and general good health. This concern is greater today than ever before. Our schools provide a planned program of a broad range of physical education activities which contribute to the development of good health, physical fitness, and general joy of self-expression through body movement.

To help students develop and maintain physical fitness, wrestling has recently been introduced into the schools. As the fastest-growing sports activity in the New York City high schools, with pilot programs in wrestling instruction in many of our community district schools, wrestling has been enthusiastically received by students and teachers. It provides not only individual opportunities for all boys regardless of size, since the participants are paired by weight classification, but it is also a team activity, since points scored by individual wrestlers are cumulative and determine final team scores.

This curriculum bulletin is designed as a guide for supervisors and teachers of physical education concerned with the organization and administration of instructional programs in wrestling. A scope and sequence chart is included so that appropriate skills may be taught in each grade and permit progress through succeeding levels of difficulty. It is hoped that this bulletin will provide a meaningful learning experience for boys in grades 7 through 12.

Edythe J. Gaines
Executive Director

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CONTENTS

INTRODUCTION 1
- Objectives 2
- Basic Rules 3
- Scope and Sequence Chart 6

SKILLS ANALYSIS 8
- Fundamental Positions 8
- Breakdowns 10
- Pinning Combinations and Breaks 14
- Escapes, Reversals, and Counters 19
- Takedowns and Counters 25

CONDITIONING 30
- Drills 30
- Safety 32

CLASS ORGANIZATION and MANAGEMENT 34
- Initiating the Unit 34
- Teaching Suggestions 35
- Evaluation 36
- Culminating Activities 36

FACILITIES and EQUIPMENT 37
- Gymnasium Layout 37
- Uniforms 38
- Supplies 38

SUGGESTED UNIT: GRADES 7-9 39
- Time Allotment 39
- Objectives 39

Motivating Techniques 39
Scope and Sequence 40

SUGGESTED UNIT: GRADES 10-12 43
Time Allotment 43
Objectives 43
Motivating Techniques 43
Scope and Sequence 43

SUGGESTED LESSON OUTLINE 46
Teaching New Skills 46
Conditioning and Warmup Drills 46
Skill Drills 46
Review of Previously Learned Skills 47
Demonstration and Analysis of New Skills 47
Practice and Drill 48
Application of New Skills 48
Summary and Review 48

APPENDIX 49
Selected References 49
Selected Multimedia Aids 50

ILLUSTRATIONS

Referee's Position 8
Standing—Open Stance 9
Standing—Closed Stance 10
Far-Ankle and Far-Arm Breakdown 11
Defending Against Breakdowns 11
Head-Pry Lever 12
Far Ankle Drive and Waistlock 13
Cross Body Ride 13-14
Half Nelson and Crotch 14-15
Bridge and Turn-In Break (Counter for Half Nelson and Crotch) .. 15
Half Nelson and Bar Arm 16
Three Quarter Nelson 17
Cradle 18
Guillotine Pin 19
Side Roll 20
Switch 21
Sit-out and Turn-in 22-23
Stand-up and Turn 23
Double-Leg Tackle 25
Sprawl 26
Arm-Drag 28
Duck-under 28
Fireman's Carry 28
Head and Heel 29

INTRODUCTION

The school program of physical education is designed to promote the physical, mental, emotional, and social growth and development of youngsters. Wrestling can contribute greatly to these educational objectives.

Wrestling is a vigorous, challenging physical activity. It places a premium on initiative, mental celerity, self-reliance, and personal courage. Physical fitness is essential. Use of all the muscles promotes their development.

Boys love to wrestle because it is a natural activity. How often have teachers had to stop an impromptu, unauthorized wrestling match in the gymnasium? Shouldn't we channel this natural drive to positive ends through skilled instruction?

Wrestling is a sport in which every boy can participate, regardless of height or weight. A small, light youngster may become a champion wrestler, but he would not have a chance in competition with larger, heavier boys in sports such as basketball and football. Wrestling offers a socially acceptable and constructive outlet for aggression and hostility. Wrestling develops strength, endurance, agility, balance, speed, and alertness. The wrestler learns to be self-reliant. He is on his own when facing an opponent. The inclusion of wrestling contributes variety and enrichment to the school program of physical education.

High school wrestling is one of the fasestest growing sports in the country. In New York State only 7% of the schools had wrestling teams in 1946. In 1966, 64% of the schools had wrestling teams. Wherever wrestling was introduced, the enthusiasm was tremendous. Wrestling offers challenges for every boy, from the 95-pound speedster to the hulking heavyweight. The weight classification plan means that size does not handicap anyone. The "little" man is just as important as the "big" man to his team.

Wrestling is one of the oldest sports known. It goes back to prehistoric times. Many wrestling holds used today are depicted in hundreds of scenes upon Egyptian tombs at Beni Hasan, dating back to the year 2800 B.C. The Greeks regarded wrestling as the most manly

of sports. Homer describes a wrestling match between Odysseus and Ajax in the *Iliad*. Scenes of wrestling are illustrated in many early Greek statues. Albrecht Durer, the great German artist, a wrestler himself, produced an illustrated book on wrestling in 1512. King Henry VIII of England and King Francis I of France engaged in a wrestling match in 1520 at the famous "Field of the Cloth of Gold."

Wrestling has existed in the United States since colonial times. George Washington and Abraham Lincoln were both considered outstanding wrestlers. Under the direction of Professor Hugh A. Leonard, at the New York Athletic Club in 1891, wrestling gained recognition as an amateur sport. Through his influence the sport spread to a few Eastern colleges and athletic clubs. In 1904 the Eastern Intercollegiate Wrestling Association was formed by Yale, Columbia, Princeton, and Pennsylvania. The first National Intercollegiate Wrestling Tournament was held at Ames, Iowa, in 1930. Oklahoma A & M won the team title.

Wrestling is practiced in every country in different native forms. We all know of sumo, judo, and karate in Japan, but there is also kushti in Iran, kara kudjak in Turkey, glima in Iceland, and sambo in Russia. The Olympic games have helped to standardize two types of wrestling throughout the world, the free style and Greco-Roman. Greco-Roman allows no holds below the waist and forbids the use of the legs, while free style allows all holds except those considered likely to cause injury.

A final word is needed about so-called professional wrestling. This farce has closed many minds to the true grace and skill in wrestling. New York State insists that these matches are merely exhibitions and as such are carefully staged and rehearsed. Any similarity between such performances and genuine contests between well-trained and skilled amateur athletes is surely coincidental.

OBJECTIVES

Skills

The pupil performs in accordance with individual capacity in a variety of wrestling activities.

The pupil participates in the planning, organization, and administration of school wrestling programs.

The pupil can assist others in his class to improve their performance.

The pupil can officiate and referee intramural wrestling activities.

The pupil participates in intramural and varsity wrestling programs.

The pupil pursues his interest in wrestling both in and out of school.

Knowledge and Concepts

The pupil acquires comprehensive knowledge of rules, techniques, and strategy of wrestling.

The pupil analyzes and corrects his own performance and that of others.

The pupil perceives that every pupil has a talent to contribute to the group.

The pupil recognizes that safe performance must be preceded by warmups to ready the body for efficient movement.

Attitudes, Appreciations, Values

The pupil accepts and appreciates that participation in wrestling contributes to the attainment and maintenance of total physical fitness.

The pupil takes pride in giving maximum effort when participating in wrestling activities.

The pupil values the opportunities to engage in wrestling activities.

The pupil volunteers to serve his class, school, and community.

The pupil habitually strives to keep his body in condition.

The pupil seeks greater challenges in performance and responsibilities.

BASIC RULES

Weight Classification

Competition is usually conducted in several weight classes:

98 lbs.	126 lbs.	155 lbs.
105 lbs.	132 lbs.	167 lbs.
112 lbs.	138 lbs.	177 lbs.
119 lbs.	145 lbs.	unlimited

Prior to the match, contestants must weigh in at or under the listed weights.

Fall

The objective in wrestling is to pin your opponent. A fall or pin is awarded by the referee when one wrestler is able to hold his opponent's shoulders to the mat for a two-second count. A fall ends a match, and the winning wrestler scores six points for his team.

Conduct of the Match

The match is divided into three two-minute periods. The first period starts with both men on their feet. The second period starts in what is called the "referee's position." One man, the defensive wrestler, assumes a position on hands and knees in the middle of the mat. His opponent, the offensive wrestler, assumes a position alongside on one or both knees with one hand on the defensive man's elbow and the other arm around the defensive man's waist. These positions are reversed at the start of the third period. There is no rest between periods.

Scoring the Match

When there is no fall during a match, the winner is determined in accordance with a point score schedule.

Take Down (2 points)	Scored when one wrestler, starting from a neutral position, is able to take his opponent to the mat under control.
Reversal (2 points)	Scored when the defensive wrestler is able to maneuver so that he gains control and becomes the offensive wrestler.
Escape (1 point)	Scored when the defensive wrestler is able to break free to a position where neither wrestler has the advantage.
Short Near-Fall (2 points)	Scored when the offensive wrestler has control of his opponent in a pinning situation with: 1. Both shoulders of the defensive wrestler held momentarily within 4 inches of the mat or less. 2. When one shoulder of the defensive wrestler is touching the mat and the other shoulder is held at an angle of 45° or less with the mat.

Long Near-Fall (3 points)	Scored when a near-fall has been met, uninterrupted, for 5 seconds.
Time Advantage (Optional) (1 point)	Awarded when one wrestler has been able to maintain top position at least 1 minute more than his opponent.
Penalty Points	The referee may award 1 or 2 points to one wrestler when his opponent has been guilty of using an illegal hold or some technical infraction of the rules.

Illegal Holds

In order to safeguard the wrestler, these holds may not be used in high school wrestling: hammerlock above right angle; twisting hammerlock; any headlock; straight head scissors; over scissors; flying mare with palm up; full nelson; strangle holds; body slams; toe holds; twisting knee lock; bending, twisting, or forcing any limb beyond its normal limits; locking hands in the double-bar arm from the neutral position; and any hold used for punishment alone. All these holds are penalized according to the penalty chart.

In addition, the referee may declare any hold potentially dangerous and break it without penalty. Unnecessary roughness in the use of any hold may be penalized by the referee. Flagrant misconduct may result in disqualification of the wrestler.

The teacher should consult the current *Official NCAA Wrestling Guide* (New York: NCAA Publication Annual) for details concerning illegal holds.

Team Scores

Team scores are determined in accordance with the way each match is won. The value of each win is as follows:

Win by fall	6 points
Win by superior decision*	4 points
Win by decision	3 points
Draw	2 points
Win by disqualification	6 points
Win by forfeit	6 points
Win by default	6 points

* *Win by a margin of 10 or more points in a match.*

SCOPE AND SEQUENCE CHART

CODE: B = Basic skills to be taught R = Skills to be reviewed and combined with new skills

It is suggested that 15 be the minimum number of lessons in each grade, 7 through 12.

SKILLS	GRADES					
	7	8	9	10	11	12
BASIC RULES						
Conduct of the match	B	R	R	R	R	R
Scoring match	B	R	R	R	R	R
Illegal holds	B	R	R	R	R	R
FUNDAMENTAL POSITIONS						
Referee's position on bottom	B	R	R	R	R	R
Referee's position on top	B	R	R	R	R	R
Standing—open stance			B	R	R	R
Standing—closed stance			B	R	R	R
BREAKDOWNS						
Far ankle and far arm	B	R	R			
Defending against breakdowns	B	R	R			
Head-pry lever		B	R	R		
Near arm and waistlock		B	R	R		
Far arm and near ankle			B	R	R	
Far-ankle drive and waistlock			B	R	R	
Cross-body ride						B
Break for cross-body ride						B
PINNING COMBINATIONS AND BREAKS						
Half nelson and crotch	B	R	R			
Bridge and turn-in	B	R	R			
Half nelson and bar arm		B	R	R		
Counter half nelson		B	R	R		
Arm lock and body press			B	R	R	
Three-quarter nelson				B	R	R
Head-up counter				B	R	R
Cradle					B	R
Scissors-kick break					B	R
Guillotine pin						B

SKILLS	GRADES					
	7	8	9	10	11	12
ESCAPES, REVERSALS, AND COUNTERS						
Side roll	B	R	R			
Step-over counter	B	R	R			
Flatten-out counter		B	R	R		
Reroll to counter			B	R	R	
Switch		B	R	R		
Shoulder drive counter		B	R	R		
Sit-out and turn-in		B	R	R		
Follow to counter sit-out		B	R	R		
Snapback			B	R	R	
Wing and step-over			B	R	R	
Stand-up and turn				B	R	R
Wrestler's grip and body lock				B	R	R
Outside trip counter				B	R	R
Back-heel counter					B	R
TAKEDOWNS AND COUNTERS						
Snap-down from head to head				B	R	R
Whip-over from head to head				B	R	R
Double-leg tackle				B	R	R
Sprawl				B	R	R
Single-leg and trip					B	R
Cross-face and crotch					B	R
Arm-drag					B	R
Step-over					B	R
Duck-under						B
Fireman's carry						B
Head and heel						B

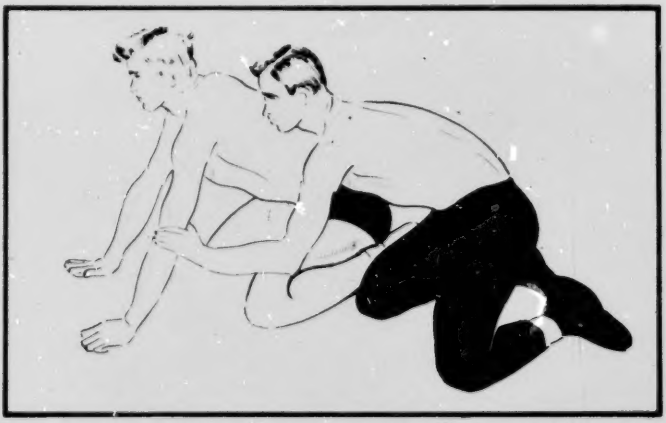
SKILLS ANALYSIS

All moves in wrestling may be executed from either side. In the description given here, the offensive wrestler is on the left side of his opponent.

FUNDAMENTAL POSITIONS

Referee's Position on Bottom (Defensive)

1. Weight on knees and feet.
2. Knees shoulder-width apart.
3. Hands about 12 inches from knees, arms shoulder-width apart.
4. Head up, eyes on referee.

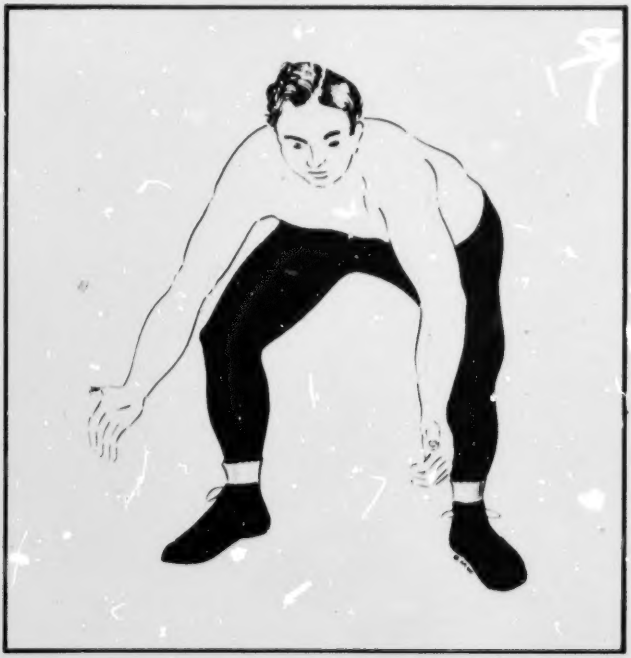


Referee's Position on Top, One or Both Knees on Mat (Offensive)

Referee's Position on Top, One or Both Knees on Mat (Offensive)

1. One arm around opponent's waist, palm on his navel, other hand on opponent's elbow.
2. At least one knee on the mat to the outside of the opponent's near leg.

3. One knee or foot may be placed in back of the defensive wrestler's feet.
4. Chest in contact with opponent's back, head along midline of his back.
5. Head up, eyes on referee.



Standing—Open Stance

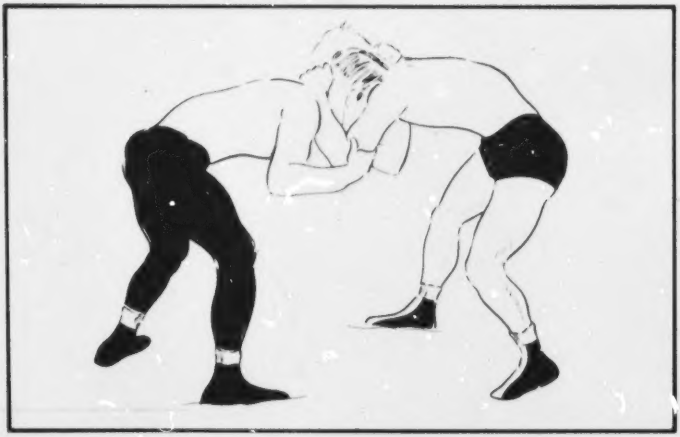
Standing—Open Stance

1. Feet 18-24 inches apart, weight on the balls of the feet.
2. Knees slightly bent, back straight and head up.
3. Hands out in front, elbows in, to protect legs.
4. Body relaxed, ready to move in any direction to attack or defend.

Standing—Closed Stance

Same as procedures for open stance, but wrestlers lock up as follows:

1. Right hand on opponent's neck.
2. Left hand grasping opponent's right arm, just above the elbow.
3. Legs back, elbows close to body.



Standing—Closed Stance

BREAKDOWNS

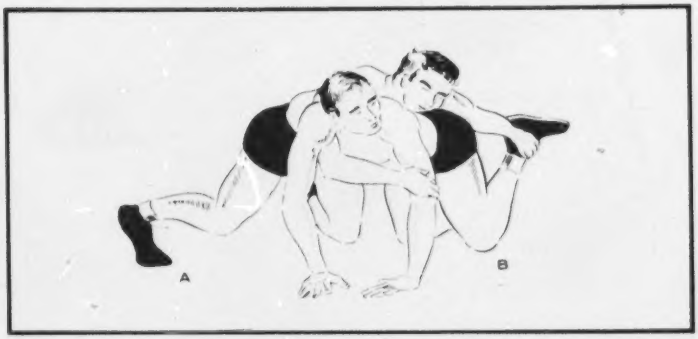
The primary objective in wrestling is to pin the opponent. To do this, the wrestler must first break his opponent down to the mat and control him. Basically, a breakdown consists of taking away one of the defensive wrestler's supports (arm or leg) and then driving him in the direction of the missing support. An analogy which is often used compares the bottom wrestler to a table supported by four legs. The top wrestler should think in terms of removing one of the table's legs and then tipping the weight of the table towards the corner that no longer has any support.

Far-Ankle and Far-Arm Breakdown

1. This breakdown starts from referee's position A on top.
2. A slides his right arm off B's waist and grasps B's right ankle.
3. Simultaneously, A reaches under B's left arm and grasps B's right arm just above the elbow.
4. A pulls in on B's ankle and elbow while pushing forward with his chest, forcing B to the mat.

Defending Against Breakdowns

In wrestling as elsewhere, the best defense is a good offense. It is important, however, that a good wrestler avoid being broken down to the mat in order to generate an effective attack. To keep from being broken



Far-Ankle and Far-Arm Breakdown

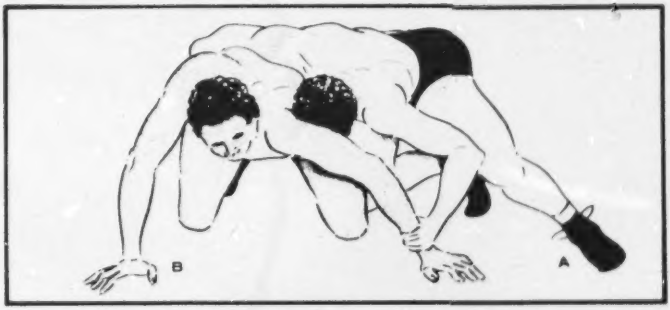
down, the bottom man must:

1. Avoid bringing knees or arms close together.
2. Keep weight over knees and not on arms.
3. Learn to give ground in order to maintain base and avoid breakdown.
4. Learn to recover to knees by bringing knees up toward chest and then rolling up onto knees.

Defending Against Breakdowns

Head-Pry Lever

1. This defense starts from referee's position, A on top.
2. A slides his left hand to B's left wrist and places his head in B's left armpit.
3. A pulls B's arm back and away from the body and drives forward with his head and right arm until B is flat on the mat.



Head-Pry Lever

Near-Arm and Tight Waistlock

1. This defense starts from referee's position, A on top.
2. A drops his right hand to the inside of B's right thigh. At the same time he pulls B's left arm out toward A's chest.
3. A lifts B's right leg with his right arm and drives B towards B's left shoulder, at the same time securing a tight waistlock.
4. A continues driving B to the mat using the waistlock and armlock.

Far-Arm and Near-Ankle Breakdown

1. The defense starts from referee's position, A on top.
2. A reaches across B's body with his left arm and grasps B's right arm above the elbow. Simultaneously, he grasps B's near ankle with his right hand.
3. A pulls B's arm up toward B's chest; using his right arm on B's ankle and pushing with his chest, he drives B toward B's right shoulder, forcing him to the mat.

Far-Ankle Drive and Waistlock

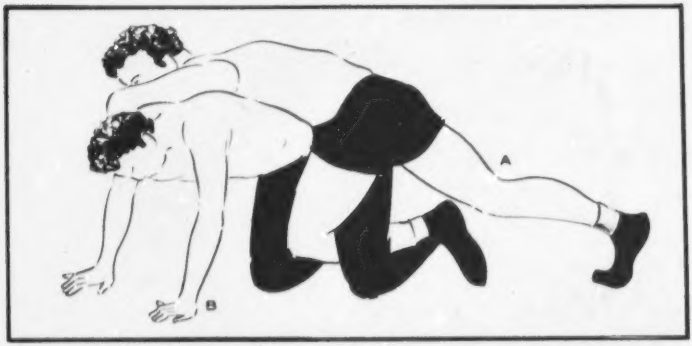
1. This defense starts from referee's position, A on top.
2. A reaches back with his right hand and grasps B's right ankle. Simultaneously, he grasps B's waist tightly with his left arm.
3. A pulls up on B's ankle, while driving with the waistlock, to force B to the mat.

Cross-Body Ride

1. The cross-body ride starts from referee's position, A on top.
2. A moves his weight on top of B while bringing his left leg up and driving it between B's legs, hooking B's left leg with his toe.

Far-Ankle Drive and Waistlock

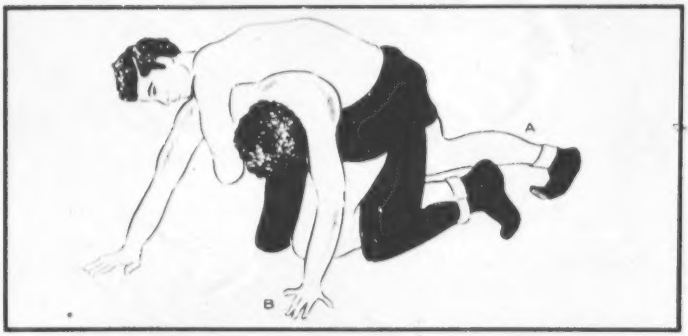
3. A must keep his weight on top of B and his hips high. A reaches over B's right shoulder and under his right arm.
4. A now breaks B to the mat by straightening out his leg and lifting up at B's knees while pulling B's right arm out from under him, grasping B's right wrist with the right hand.



Position 1: *Cross-Body Ride*

Break for Cross-Body Ride

1. With B on top in cross-body ride, A reaches up and grabs B's elbow with the right hand.
2. A rolls quickly to his right side and shifts his hips away from B while driving his left elbow between himself and B.
3. A continues rolling while bringing his left arm through and around B's waist and turning to his knees.



Position 2: *Cross-Body Ride*

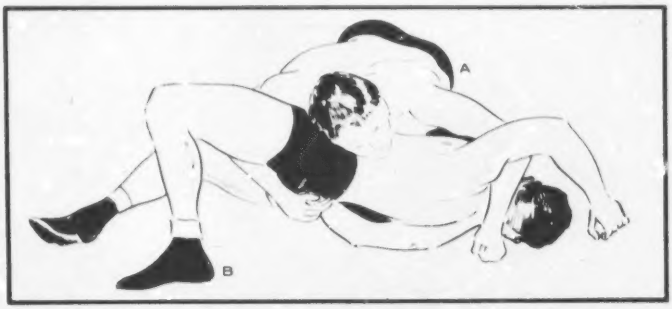
PINNING COMBINATIONS AND BREAKS

The pin is the ultimate objective in wrestling. To pin effectively, the wrestler must learn to move quickly into a pinning position, apply his hold effectively, and maintain his balance while using his weight to drive his opponent's shoulders to the mat. To avoid being pinned, the wrestler must learn to recognize danger, turn quickly so that his back is away from the mat, and regain his base as quickly as possible.

Position 1: *Half Nelson and Crotch*

Half Nelson and Crotch

1. A takes B out of position, using far arm, far ankle breakdown.
2. A reaches under B's neck while reaching deep into B's crotch with his right arm.
3. Keeping perpendicular to B with his feet well spread and his toes



Position 2: *Half Nelson and Crotch*

digging into the mat. A presses his chest on B's chest, while pulling upon B's neck, forcing B to the mat.

4. A must maintain chest-on-chest contact, with his weight low and a firm hold on B's head in order to pin B.

Bridge and Turn-in Break (Counter for Half Nelson and Crotch)

1. A, on his back, must bridge up strongly on his head to avoid being pinned.
2. A drops back quickly and forces his left arm and shoulder between himself and B. A repeats bridging action while working his arm and shoulder through and down toward the mat.
3. When A has his arm and shoulder through, he turns forcefully toward the mat.
4. A should not try to force B off but should concentrate on turning toward the mat.

Bridge and Turn-in Break (Counter for Half Nelson and Crotch)

Half Nelson and Bar Arm

1. The half nelson may be executed in the same manner as in half nelson and crotch.
2. A brings his right hand up and places it under B's left armpit, securing a hold on B's shoulder.
3. This is used to prevent B from pushing his arm through to break the half nelson.

Half Nelson and Bar Arm

Counter Half Nelson

1. As B attempts to take half nelson as shown, A clamps down hard on B's left arm with his own left arm, turns his head away, and bulls his neck.
2. A raises his right knee to prevent B's turning him over.

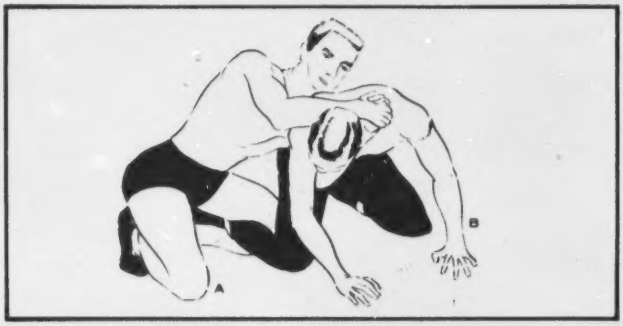
Arm Lock and Body Press

1. A uses head pry lever to break B to the mat.
2. A reaches deep around B's waist and grasps B's left upper arm with his right hand.
3. A jumps to the other side of B, retaining his grasp on B's arm and wrist, bringing B's arm to a 90° hammerlock position.
4. A drives B's shoulders to the mat using his chest and driving with his legs.

Three-quarter Nelson

1. The three-quarter nelson starts from referee's position with A on top.
2. A hooks his right leg around B's left ankle.
3. Once he has secured B's left ankle, A places his left forearm on the back of B's neck and down. Simultaneously, he reaches with his right arm under B's left side and grips his own left hand strongly.

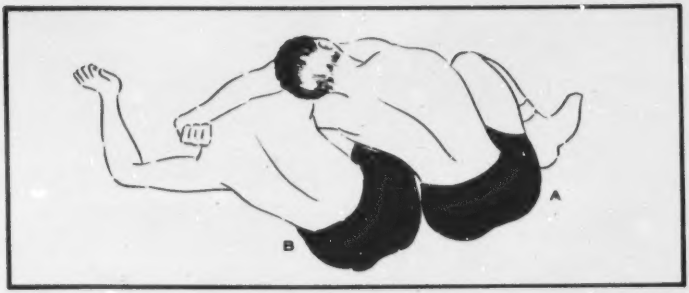
4. A now pulls down strongly with both arms to bring B's head under and B's back to the mat. A must maintain his lock on B's left ankle throughout.



Position 1: *Three-quarter Nelson*

Head-up Counter

1. B must react immediately to prevent A from pulling his head under.
2. B should throw his head back and up so A cannot lock his hands.



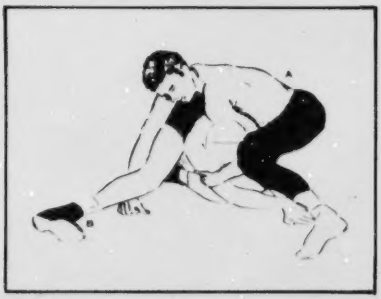
Position 2: *Three-quarter Nelson*

Cradle

1. The cradle starts from referee's position, A on top.
2. A reaches across with his left arm against the side of B's face and grasps B's upper right arm firmly. B's head must be held tightly between A's upper arm and B's own shoulder.
3. A moves behind B, reaches under B's right leg, and locks his hands.

4. A drops down on his right side and rolls B over himself toward B's back. A must maintain a tight grip and raise B's right leg, to force B's back to the mat.

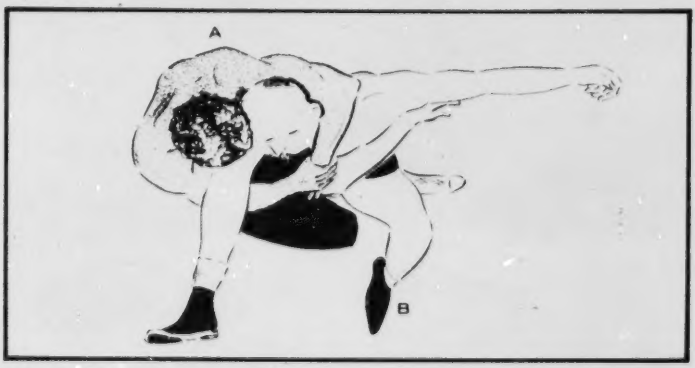
Position 1: *Cradle*



Position 2: *Cradle*

Scissors Kick-Break

1. As B finds himself in a cradle, he raises his left leg and overhooks his right instep with his left knee.
2. B pulls down hard with his left leg while extending his entire body. B continues pressure until A's grip is broken and then turns quickly to his stomach.



Position 3: *Cradle*

Guillotine Pin

1. From a cross-body ride A flattens B to mat.
2. A now pulls B's right arm back with both his arms while maintaining a strong hold with his legs.

3. A ducks his head under B's right arm and leans back against B's right shoulder while reaching around B's head with his left arm.
4. A grasps B's head with both hands and pulls it in while leaning back and applying pressure to B's right arm with his weight, forcing B's back to the mat.

Position 1: *Guillotine Pin*

Position 2: *Guillotine Pin*

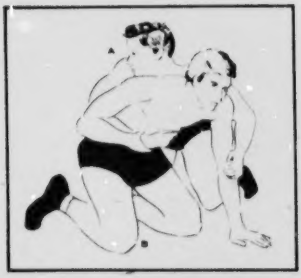
ESCAPES, REVERSALS, AND COUNTERS

Every successful wrestler must be able to reverse or escape from his opponent's control. To do this the wrestler must take a strong starting position, move quickly on the referee's signal, and continue to move until he has freed himself or reversed his opponent. The bottom wrestler should seek to control his opponent's hands and to free his hips and legs from his opponent's control.

Side Roll

1. The side roll starts from referee's position A on bottom.
2. A reaches up with his right hand and grasps B's right wrist and turns in under B.

3. A raises his left knee and pivots on right knee while pulling B over his hips with his right arm.
4. A finishes by kicking his left leg under his right and turning in toward B's legs.



Position 1: *Side Roll*

Position 2: *Side Roll*

Step-over Counter to Side Roll

1. Start from referee's position A on top.
2. As B feels A grip his wrist and begins the roll, he rises up on his toes and jumps across A's hip to the far side.
3. B should land on his toes with feet spread wide and his body perpendicular to A.

Flatten-out Counter

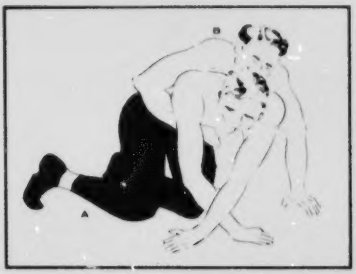
1. As A grasps B's right wrist, B drops his weight down and away from A.
2. B throws his legs back, remaining perpendicular to A, keeping his weight low and using his right elbow.

Reroll to Counter

1. As A begins to roll B over, B moves in close and parallel to A.
2. As B hits the mat, he should pull through hard with his right arm and continue the roll until he is back on top.

Switch

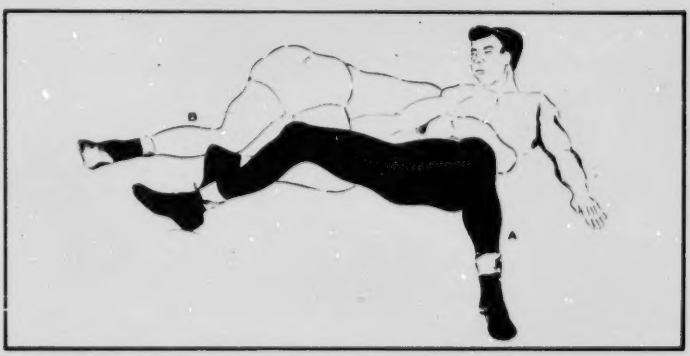
1. The switch starts from referee's position, B on top.
2. A jerks his left arm loose and places his left hand on the mat six to twelve inches outside his right hand. Simultaneously, he lifts his right knee about six inches off the mat.



Position 1: *Switch*

Position 2: *Switch*

3. A now pivots on his left hand and right foot and brings his left leg through and under his right leg and comes to a sitting position on his inside hip, parallel to B and facing B's legs. A should quickly remove his left arm from the mat and bring it in front of himself while reaching back over B's right arm with his right arm and grabbing the inside of B's right thigh, forming a straight arm lever.
4. A now throws his weight on B's shoulder by sliding his hips sharply down and away from B. As A feels B collapse from the pressure, he reaches around with his left arm to grasp B's buttocks and pull himself on top of B.



Position 3: *Switch*

Shoulder-drive Counter

1. As A attempts to switch positions with B, B drops his right shoulder down around A's waist and gets a tight grip, pulling A's hips under himself.
2. B drives A with his shoulder toward A's left arm and pulls A's left arm out from under him, forcing A onto his left side.

Sit-out and Turn-in

1. The sit-out and turn-in starts from referee's position, A on bottom.
2. A raises outside leg and plants foot about 6 inches forward and to the side of where his knee was. At the same time A grabs B's right hand with his right hand.
3. A works his left leg through to a sitting position and quickly pivots, throwing his right leg over his left and forcing his left arm through between his body and B.
4. A comes up to a firm kneeling position with his weight back on his knees, ready to attack.

Position 1: *Sit-out and Turn-in*

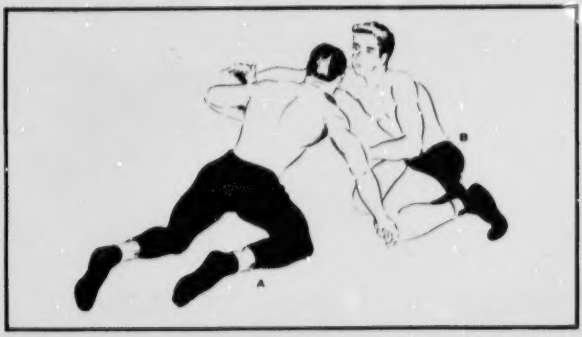
Position 2: *Sit-out and Turn-in*

Follow to Counter Sit-out

1. This counter begins with B in top position.
2. As A begins to turn in on the sit-out, B rides his chest up on A's back and reaches back with his right hand behind A's buttocks.
3. B then pivots quickly behind A, following A's legs and pulling forward with his right hand to drive A forward.
4. B should continue his movement until he comes up completely behind A and is in a position to attack.

Snapback

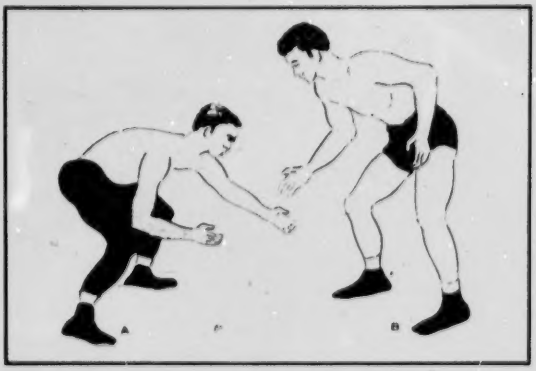
1. As A sits out, B moves behind and grips A under both arms, pulling A back against his chest.
2. B continues moving back, pulling A down toward the mat.
3. When A is off balance, B reaches back with one hand and grasps A's chin, pulling his head to the side.
4. B continues pulling back until A is on the mat. B must control A's arm and chin.



Position 3: *Sit-out and Turn-in*

Wing and Step-over

1. The wing and step-over begins from the referee's position, A on top.
2. As B reaches for half nelson or far arm, B locks his left arm firmly around A's left arm above the elbow.
3. B pulls down and across sharply, while kicking his left leg high and across A's back.
4. B finishes by following with his right leg to bring himself to the opposite side, landing perpendicular to A.



Stand-up and Turn

Stand-up and Turn

1. The stand-up and turn starts from the referee's position, A on the bottom.
2. A raises his left leg and places his left foot firmly in front. At the same time, A straightens his back, brings his left arm and elbow

close to his chest, and uses his right hand to grip all of B's right hand.

3. A steps out quickly with his right foot, while pulling B's right arm away from his waist.
4. A turns in quickly, forcing his left elbow between his body and B's body and steps back quickly with his left foot to a face-to-face position with B.

Wrestler's Grip and Body Lock

1. When A regains his feet, A locks his arms around B's waist by interlocking his fingers to prevent B from grasping his fingers to loosen hold.
2. A keeps his feet back and his head on B's hip.
3. A is now in a position to control B until he is able to bring B back to the mat.

Outside Trip Counter to Stand-up

1. As A stands up, B comes up behind him and locks his arms around A's waist, grasping A's arm with both his hands for a "two on one" lock.
2. B pulls A in close and lifts slightly.
3. B encircles A's left leg with his left leg and trips A, forcing him forward, pushing with his shoulder and body lock.

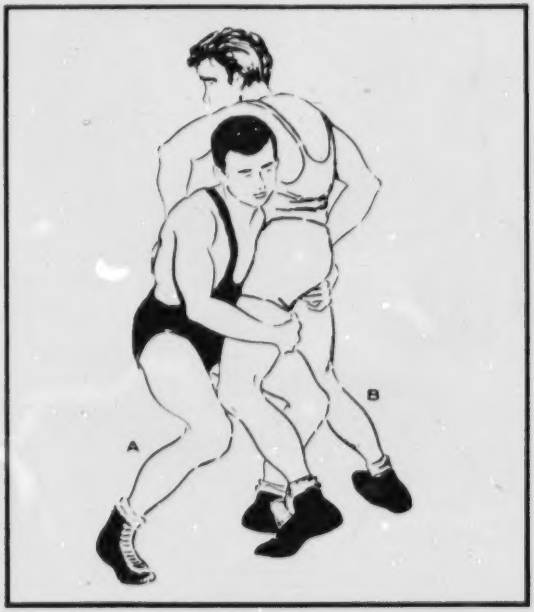
Back Heel to Counter Stand-up

1. As A stands up, B comes up behind him and locks both his arms around A's waist, keeping his legs back and his head in close to A's hip.
2. When A is under control, B jumps in, blocking A's left foot with the sole of his left foot and throwing his right leg between A's legs.
3. As B drops back, he rolls toward his left side and pulls A down toward the mat.
4. As B hits the mat, he quickly rolls up to a control position on top of A.

35

TAKEDOWNS AND COUNTERS

A fast, well-executed takedown is the home run or long pass of wrestling. To perfect takedowns, the wrestler must learn how to move on his feet, how to set up his opponent, and how to react instantly to his opponent's attacks and defensive mistakes.



Double-Leg Tackle

Double-Leg Tackle

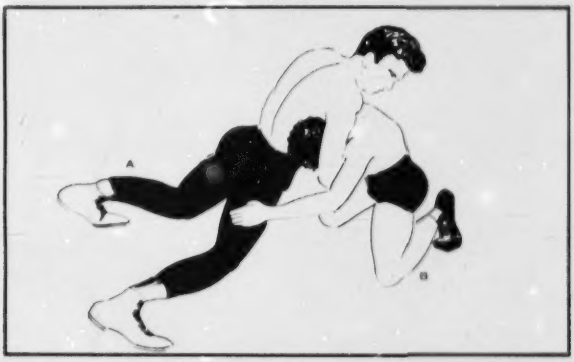
1. A sets up the takedown from either the closed or open stance.
2. When A feels B is off-balance or flat on his feet, he drives in quickly under B's guard. A should land with both knees close under B, his chest high and his back straight while he encircles B's legs with both arms.
3. A now raises his left knee while picking B up by lifting him with his arms, back, and neck.
4. A pivots on his right knee and drives B to the mat, using his neck, shoulders, and arms.

Snap-down from Head to Head

1. From a face-to-face kneeling position, A reaches forward and secures a head and biceps tie-up on B.
2. A pushes in on B, and when B pushes back, A pulls B's head and arm toward the mat and away from A's right knee.
3. A maintains pressure on B's head and arm and spins behind B to a control position.

Whip-over from Head to Head

1. A faces B in a kneeling position on the mat. A's weight should be back on his knees.
2. A grasps B's right elbow with his left hand, quickly moves in, and underhooks B's left arm with his right arm, raising B's left elbow high.
3. A moves to B's left side while pulling B's right arm out and raising B's left arm up.
4. A drives into B with his chest and continues pulling and lifting motion on B's arms, to drive B to the mat.



Sprawl

Sprawl

1. As B comes in for a double leg, A forces his legs back while keeping his chest, head, and hips tight.
2. A pulls up on B's arms while forcing his legs back and keeping his weight entirely on B's shoulders and upper back. A should use a side-to-side wriggling motion of his hips to help get his legs back.
3. A keeps his weight on B until he feels his legs are free and he is ready to counterattack.

Single-Leg and Trip

1. A sets up takedown from a closed or open stance, getting B to put more weight on one foot than on the other.
2. A drives in hard and deep, encircling B's right leg with his right arm.
3. A moves his right knee in close to B's right leg and wraps both arms around B's leg. A should be careful to keep his head below B's knee.
4. A moves quickly to a standing position, holding B's leg securely to his chest. A may now trip B to the mat.

Cross-Face and Crotch

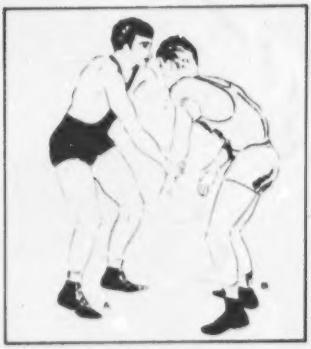
1. A sprawls back as in counter to double leg drop.
2. A now moves to the side and uses his right arm to apply pressure to B's head, forcing it away from his legs. A's arm should move alongside B's head at eye level.
3. When B's left arm comes loose, A reaches back to B's crotch with his left hand and under B's left arm with his right hand.
4. A pulls B forward and moves behind to control position.

Arm-Drag

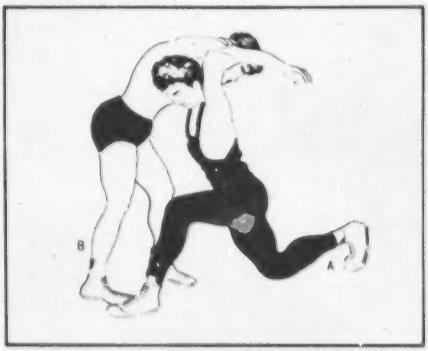
1. A secures a grip on B's right wrist with his left hand. Then A reaches across with his right hand and grasps B's right arm on the triceps while pulling down with his left arm.
2. A now pulls B's right arm down and across, making sure B's arm comes outside A's right hip. At the same time A drops down toward his own right hip, pulling B under him by controlling B's right arm.
3. A's legs shoot back so he lands in a semi-sitting position, maintaining good control of B's right arm and keeping B's weight forward toward his head by pulling on the arms.
4. A now reaches back with his left arm and pulls on B's thigh and arm while sliding his hips out and moving to a top position on B.

Step-over (Counter for Arm-Drag)

1. As A falls to the mat to complete his arm drag, B raises his inside leg.
2. B kicks his inside leg over A.
3. B follows by kicking his left leg over and flattens out on top of A.



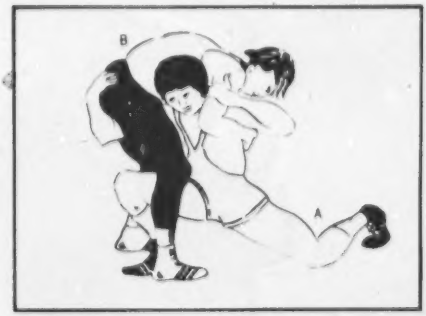
Arm-Drag



Duck-under

Duck-under

1. A ties up loosely with B, his left hand on B's biceps and his right hand on B's neck.
2. A pulls down quickly on B's neck, and when B pulls back, A lifts up on B's right arm and ducks his head under while dropping on his knee close to B.
3. A continues by snapping back under B's armpit with his head, while spinning behind B on his right knee.



Position 1: *Fireman's Carry*

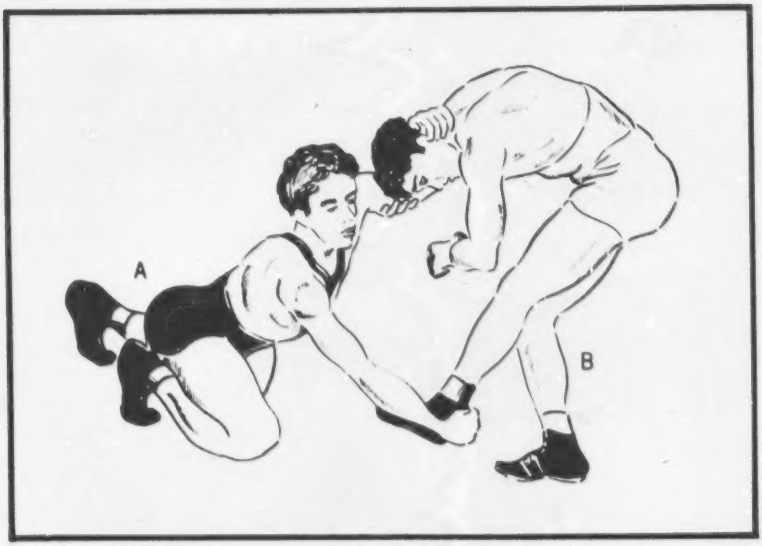
Position 2: *Fireman's Carry*

Fireman's Carry

1. From a close tie-up, A reaches over B's right arm and secures a hold above B's elbow.
2. A pulls down on B's neck, and when B pulls back, he raises B's right arm and ducks under, maintaining his hold on B's elbow

while reaching across with his right arm to secure a grip inside B's right thigh.

3. A now raises B off the mat while pulling down on B's arm and lifting B up from the crotch.
4. A brings B to the mat by lowering his own head and back then pulling his head out while maintaining his hold on B's arm and leg.



Head and Heel

Head and Heel

1. From closed tie-up, A pulls down sharply on B's head and arm, while dropping to his right knee causing B to step forward and put his weight on his right leg.
2. A quickly pushes down and back on B's neck while grasping B's right ankle and pulling.
3. A continues to pull up on B's ankle and push down on B's neck, forcing him to the mat.

40

CONDITIONING

Wrestling is one of the most physically demanding sports. Speed, stamina, strength, and skill are high on the list of requirements for a successful wrestler. The wrestling unit should be preceded by a unit on conditioning and physical fitness.

To prevent injury, every instructional period should begin with a short and vigorous warmup which includes bending and stretching all large muscle groups. Stress should be placed on neck exercises, such as front and back bridging.

In situations where mat space is not sufficient for the entire group, the class may be divided into two sections, one learning wrestling skills, the other doing other supportive conditioning activities, such as circuit training, running, or weight training. For those students having specific indentifiable weaknesses, an individualized remedial program should be developed.

DRILLS

Drills are an integral part of teaching wrestling. Every wrestling teacher should use several basic drills and special drills in every class session.

Spinning Drill

This drill is probably one of the most frequently used. It is a fine conditioner and teaches the top man basic movement.

> Wrestler takes referee's position on mat. At the sound of the whistle the top man shifts his weight on top of the bottom man, making a contact point with his chest in the middle of the other man's back. The top man should keep his feet well back, his legs spread, and his hands out. The top man now moves quickly around the bottom man, maintaining his chest contact and using his hands as little as possible.

The top man changes direction every three or four turns or on signal. Beginners start slowly at first and gradually speed up.

This drill can be varied in many ways. The bottom man can shift his weight or move to throw the top man off-balance, raise an arm to block the top man or stand up. The top man can be required to keep his arms behind his back, to keep his eyes closed, or to execute a particular breakdown on command.

As a conditioner, the top man can begin with remaining 15 seconds on top and can alternate with the bottom man for 2 minutes. Gradually the time on top can be increased to a full minute or more.

Mat Drills

These drills are similar to football "grass" drills and can be used as a warm-up, conditioner, and reaction improver. After the wrestlers are spaced on the mat, they begin running in their places and then follow these commands.

En garde: Assume wrestling stance on feet.

Sprawl: Throw legs back and land on mat as if to counter takedown.

Push-ups: Do a certain number of push-ups and return to running. The teacher should incorporate as many commands as possible to make this a rapid, vigorous drill.

Rock of Gibraltar

This drill is used to teach the bottom man to stay on his knees. Starting from the referee's position, the top man can use any legal means to break the bottom man down. The bottom man resists by moving his base, bracing himself, and keeping the top man from controlling his legs and arms. The bottom man is not allowed to move off his knees.

Floating Drill

From the referee's position, the bottom man tries to displace the top man by sitting out, turning, twisting, and moving in any direction. The top man must remain on top by keeping his chest on top and moving behind. Neither man is allowed to use any wrestling grips or holds.

Chain (Sequence) Drills

These drills takes several wrestling moves and form them into a sequence or chain for the wrestlers to follow. One such sequence is this: bottom man executes side roll to half nelson and crotch pin; man being pinned bridges, slides arm through, recovers to knees, sits out, and turns; top man follows and sequence begins again. Such drills emphasize the move and countermove nature of wrestling. Every lesson should incorporate a chain drill, utilizing both old and new moves.

Situation Drills

Here the teacher creates a situation that will emphasize the use of the skills he is teaching. A situation such as: "You have 30 seconds to go in the match; you are behind one point; you are on bottom," is set up. The bottom man now has 30 seconds to escape in any way he can. Another situation drill places one man in a pinning position and gives him 30 seconds to escape or 30 seconds for the top man to pin his opponent. Such drills add realism to the lesson and place the wrestlers in a situation of stress.

There are as many drills as there are coaches to create them. As the teacher becomes familiar with the material, he will begin to create his own drills.

SAFETY

TO PREVENT INJURY AND INSURE PUPIL SAFETY, THE *teacher* SHOULD.

Instruct his pupils to recognize and avoid using illegal holds.

Anticipate and break holds that may be potentially dangerous.

Allow sufficient space for each pair of participants. When the activity requires more space, divide pupils into alternating groups.

Officiate at all wrestling bouts until pupils are trained to assume this role under close teacher supervision.

Stop a bout when wrestlers are close to the edge of the mat. Restart contestants in the middle of the mat.

Avoid mismatches caused by differences in size, weight, and ex-

perience. Stop match immediately when one boy is obviously outclassed.

See that boys keep their fingernails trimmed and that their hands and bodies are free of rings, jewelry, and metal buckles.

Check for skin rashes.

Keep mats clean.

TO PREVENT INJURY AND INSURE HIS OWN SAFETY, THE *student* SHOULD:

Warm up thoroughly before wrestling.

Use only those holds learned in class.

Avoid using illegal holds.

Stop wrestling immediately when there is any indication that he or his opponent is injured or about to be hurt.

Never engage in "horseplay."

Engage in actual wrestling only when the teacher is present.

CLASS ORGANIZATION AND MANAGEMENT

The teacher should plan his class organization on the basis of his knowledge of the pupils, the skills to be taught, and the facilities available.

The students in a wrestling class should be paired by weight. Before the first class period, all students should be weighed so that they can be partnered. Each pupil works with the same partner during all instructional periods. Obvious mismatches, due to individual differences, should be corrected. Partners should be numbered one and two so the teacher can more easily identify offensive and defensive positions.

When classes are large, or facilities are limited, pupils may be matched in groups of three and worked with in a round robin fashion with the odd man acting as referee or coach. In other instances, the class may be divided into two or more groups; for example, Group A (lightweights) up to 150 lbs. and Group B (heavyweights) over 150 lbs. The group not wrestling can be assigned to evaluate performance or to do prescribed conditioning exercises.

INITIATING THE UNIT

Prepare mimeographed outlines of rules, scoring, and related information.

Plan a clinic or workshop for all staff members who teach wrestling.

Show a film on wrestling.

Use bulletin boards to highlight local, state, and national wrestling tournaments and/or clinics.

Invite a local college or high school coach to stage a demonstration of basic skills.

Organize a special class for leaders.

TEACHING SUGGESTIONS

Have the class warmup thoroughly, using a variety of conditioning exercises and drills. Every warmup should have neck work, including bridging.

Review previously developed skills which are related to those about to be taught. For example, when teaching a new counter to move, review the move at the beginning of the lesson.

Integrate new skills with previously learned skills. Show how one move can be used to set up another move, and how to switch from one move which is countered to a new move.

Use chain drills combining previously taught skills with new ones when appropriate.

Use cues and commands to control movements in the teaching and practice of skills. Emphasize that new skills are not to be used competitively until so directed by the teacher.

Begin actual wrestling as soon as the first skills are learned. Short bouts of thirty seconds to sixty seconds enable pupils to develop new skills under "combat" conditions. Emphasize that the pupils are to use only those skills learned in class.

Teach rules as the need arises. Use phrases such as: "You have now reversed for two points," or "Good! That pin scores six points for your team." Any time an illegal hold is used it should be called to the attention of the entire class. When bouts are refereed, let the whole class know the basis of rulings.

Space wrestlers on the mat so that there is sufficient room for the teaching of each skill.

Use the whistle to start and stop all wrestling. Emphasize that safety requires all wrestling to stop immediately at the sound of the whistle.

Follow these procedures when teaching a new skill:

1. Teach by progressing, that is, by numbers.
2. Each progressive stage of a hold should be announced by the teacher. On command, the entire class should perform each maneuver step by step in unison.
3. Repeat each movement slowly until every pupil attains a satisfactory level of performance.

4. After several repetitions, the teacher should demonstrate the hold again, in order to correct common errors.
5. Pupils should be instructed to cooperate with their partners and not resist excessively during the preliminary learning stage.
6. Conversely, pupils should be cautioned that a cooperative attitude does not mean a limp or careless reaction to their partners' efforts.
7. After satisfactory levels of performance are achieved, have pupils perform the entire skill without a count. This will enable pupils to develop the feeling of the smooth flow of movement. The pace of movement should be sufficiently slow to assure that each stage is being performed correctly and in sequence.
8. As pupils improve their performance, partners may increase the level of resistance. In this manner, pupils will learn where and when to apply pressure and power.

EVALUATION

Give written tests on rules, scoring, conduct of match, safety, illegal holds, and etiquette of wrestling.
Have pupils demonstrate individual skills.
Have pupils demonstrate an organized sequence of skills.
Have pupils demonstrate drills and exercises.
Have pupils wrestle in one position (e.g., bottom) and demonstrate as many skills (e.g., escapes) as possible in a given amount of time.
Have short wrestling matches; use as a basis for grading such criteria as initiating holds, using skills taught, and overall ability.

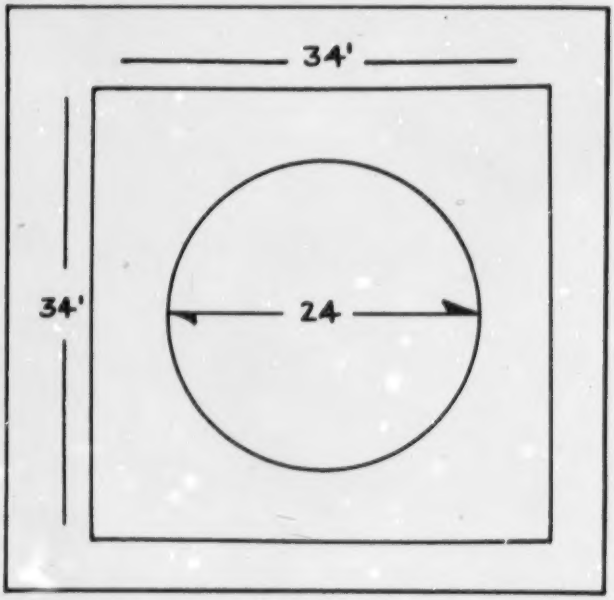
CULMINATING ACTIVITIES

Intraclass tournament (mat wrestling only)
Interclass tournament
Intramural tournament
Wrestling club or varsity wrestling program
Assembly demonstration

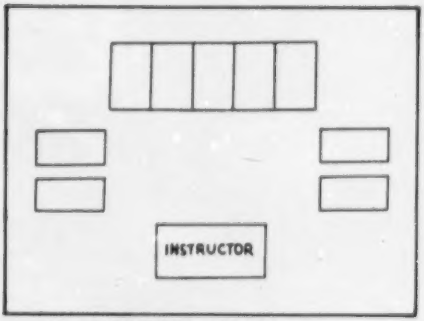
FACILITIES AND EQUIPMENT

GYMNASIUM LAYOUT

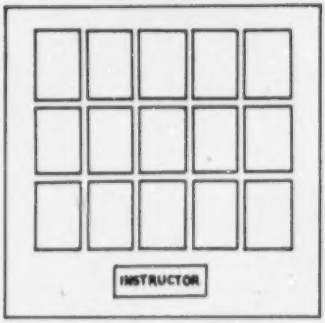
Interscholastic rules call for a wrestling area consisting of a 24-foot square or circle with 5 feet of safety mats outside the circle. (See diagram, page 37.) In general practice, such mats come in sections and are held together by clear plastic tape. A satisfactory wrestling area can be formed by using regular gymnasium mats, anchored together and covered with a mat cover. In many cases skills can be taught on individual tumbling mats, grouped in front of the instructor as illustrated in Floor Plan A and Floor Plan B (see page 38).



WRESTLING AREA



FLOOR PLAN A



FLOOR PLAN B

UNIFORMS

Regular gym shorts, gym shirts, and sneakers may be used in wrestling classes. Sweat shirts and sweat pants are optional. All participants should wear athletic supporters.

Headgear designed to prevent injury to ears may be worn if both wrestlers are supplied with it. Such headgear is mandated for interscholastic competition, but is not necessary for gymnasium instruction.

Competition uniforms for interscholastic meets include full-length tights, close-fitting outside trunks, shirts, and light, heelless gymnasium shoes.

SUPPLIES

- Stopwatch
- Referee's horn
- Whistle
- Scale
- Skill achievement charts
- Tournament charts
- Color-coded competitor identification bands

SUGGESTED UNIT: GRADES 7-9

TIME ALLOTMENT: *15 Lessons*

Objectives

Pupils develop organic vigor and physical fitness through participation in the sport of wrestling.

Pupils achieve enjoyment through participating in wrestling activities.

Pupils learn the basic skills of wrestling—holds, escapes, reversals, and rides.

Pupils develop an understanding and knowledge of the terminology and rules of wrestling.

Pupils learn to protect themselves from injuries through the development of safety habits.

Pupils understand and appreciate wrestling as spectators or nonparticipants.

Motivating Techniques

SOME OF THE MOTIVATING TECHNIQUES AND DEVICES THAT MAY BE USED ARE:

1. Filmstrips, slides, and films such as *Introduction to Wrestling.*
2. Charts, graphs, and records of pupil achievement.
3. Photographs of pupils participating in wrestling.
4. Bulletin boards.
5. Keeping pupils well informed about current events in wrestling —local, national, international—including results of important matches.
6. Preparation of individual pupil training schedules.
7. Demonstrations by high school, college, and AAU wrestlers.
8. Pupil demonstrations before parent, community, and school groups.
9. Trained pupil leaders in all phases of the unit.
10. Teacher demonstration and teacher participation.

11. Emphasizing participation, learning, and enjoyment.
12. Maintaining a reference library for wrestling with important periodicals such as *Scholastic Wrestling News* and *Amateur Wrestling News*.
13. Organizing intraclass and intramural tournaments.
14. Establishing a wrestling club and a varsity team.

SCOPE AND SEQUENCE

Lesson I. Introduction to Wrestling

1. Classify pupils by weight and organize them into learning teams.
2. Explain and demonstrate important rules and conduct of a wrestling match.
3. Explain and demonstrate scoring elements.
4. Stress safety and demonstrate illegal holds.
5. Emphasize that for successful participation and enjoyment wrestling requires planning, control, and speed as well as strength.

Lesson II. Conditioning and Basic Positions

1. Explain and demonstrate specialized conditioning exercises; stress neck exercises.
2. Teach the top and bottom position in a referee's starting position.
3. Explain and demonstrate floating and spinning drills.

Lesson III. Basic Skills

1. Conduct conditioning, warmup, and skill drills.
2. Teach far-ankle and far-arm breakdown to half nelson and crotch pin.
3. Teach side roll to counter.

Lesson IV. Basic Skills

1. Conduct conditioning, warmup, and skill drills.
2. Review skills taught in Lesson III.
3. Teach far-arm and near-ankle breakdown to half nelson and crotch pin.
4. Teach bridge and turn-in to counter.

Lesson V. Basic Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson IV.
3. Teach sit-out and turn-in and follow to counter sit-out.
4. Teach far-ankle drive and waistlock.

Lesson VI. Basic Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson V.
3. Teach snapback counter to sit-out and turn-in.
4. Teach wing and step-over counter to half nelson.

Lesson VII. Basic Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson VI.
3. Teach near arm and waistlock.
4. Teach flatten-out counter for a side roll (winger).

Lesson VIII. Basic Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson VII.
3. Teach head-pry lever.
4. Teach Rock of Gibraltar.

Lesson IX. Basic Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson VIII.
3. Conduct situation drills.

Lesson X-XII. Testing and Evaluation

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Conduct skills tests for individual pupils and evaluate performance. Pupil achievement should include the following:
   a. Assuming the referee's position

b. Execution of four holds
c. Execution of two escapes
d. Execution of two reversals
e. Execution of two pinning combinations

3. Conduct a written examination to determine pupil knowledge of rules and regulations on scoring a match, team scoring, illegal holds, and the conduct of a match.

***Lesson XIII-XV.* Culminating Activities**

1. Conduct pupil-led conditioning, warmup and skill drills.
2. Conduct a class tournament involving pupil participation as competitors, referees, scorers, timers, and coaches.
3. Provide suitable awards for winners in the various weight classifications.

SUGGESTED UNIT: GRADES 10-12

TIME ALLOTMENT: ***15 Lessons***

Objectives: See Basic Unit

Motivation of Techniques: See Basic Unit

SCOPE AND SEQUENCE

Lesson I. **Demonstration and Clinic**

1. Review and demonstrate conditioning, warmup, and skill drills.
2. Review and demonstrate fundamental skills.
3. Conduct several thirty-to-sixty seconds bouts.
4. Provide for a question-and-answer period.

Lesson II. **Class Organization**

1. Classify pupils by weight and organize them into learning teams.
2. Explain and demonstrate important rules and the conduct of a wrestling match.
3. Explain and demonstrate scoring elements.
4. Stress safety and demonstrate illegal holds.
5. Explain and demonstrate "daily-dozen" conditioning, warmup, and skill drills. Stress that these drills must be performed by pupils at the beginning of each session.
6. Review fundamentals, including referee's position, basic breakdowns, escapes, reversals, counters, and pins.

Lesson III. **Advanced Skills**

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Teach standing position—open and closed stance.
3. Teach the double-leg takedown.
4. Teach the sprawl counter to the double-leg takedown.

5. Conduct sparring on feet, knee tag, and takedown drills.
6. Conduct chain-sequence drills, including breakdowns and pinning combinations.

Lesson IV. Advanced Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson III.
3. Teach snap-down from head to head position.
4. Teach whip-over from head to head position.
5. Combine closed stance with takedown to maneuver opponent to his knees.
6. Conduct chain-sequence drills, including breakdowns and pinning combinations.

Lesson V. Advanced Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson IV.
3. Teach stand-up and turn escape.
4. Teach wrestler's grip and body-lock counter.
5. Conduct stand-up to escape drill with top man trying to prevent escape. (It is a technical violation if the top man locks his hands before the bottom man gets off his knees.)
6. Conduct chain-sequence drills. including breakdowns and pinning combinations.

Lesson VI. Advanced Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson V.
3. Teach single-leg and trip takedown.
4. Teach cross-face and crotch counter.
5. Conduct chain-sequence drills, including breakdowns and pinning combinations.

Lesson VII. Advanced Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson VI.
3. Teach the arm-drag takedown.
4. Teach the step-over counter.
5. Conduct chain-sequence drills, including breakdowns and pinning combinations.

Lesson VIII. Advanced Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson VII.
3. Teach duck under.
4. Teach fireman's carry.
5. Teach head-and-heel takedown.
6. Conduct chain-sequence drills, including breakdowns and pinning combinations.

Lesson IX. Advanced Skills

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Review skills taught in Lesson VIII.
3. Teach cross-body ride.
4. Teach break for cross-body ride.
5. Teach the guillotine pin.
6. Conduct chain-sequence drills, including breakdowns and pinning combinations.

Lesson X-XII. Testing and Evaluation

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Conduct skills tests for individual pupils and evaluate performance. Pupil achievement should include the following:
   a. Assuming the standing position, closed stance
   b. Execution of four takedowns
   c. Execution of four counters
   d. Execution of two escapes
   e. Execution of two reversals
   f. Execution of two pinning combinations
3. Conduct a written examination to determine pupil knowledge of rules and regulations as they relate to scoring a match, team scoring, illegal holds, and the conduct of a match.

Lesson XIII-XV. Culminating Activities

1. Conduct pupil-led conditioning, warmup, and skill drills.
2. Conduct a class tournament involving pupil participation as competitors, referees, scorers, timers, and coaches.
3. Provide suitable awards for winners in the various weight classifications.

SUGGESTED LESSON OUTLINE

TEACHING NEW SKILLS

1. New skills are related to previously learned skills.
2. Demonstrate how one skill may be used to set up another, and how to move from a skill which is countered to another skill.
3. Teach the new skill and its counter during the same class session. Refer to skill analysis section.

CONDITIONING AND WARMUP DRILLS

1. Jumping Jacks—minimum of 32 counts
2. Squat—Thrust exercise
3. "Grass Drill" performed in sets of three repetitions each.
   a. Pupils jogging in place
   b. Upon teacher's cue and commands, pupils will:
      Drop to a prone position on the mats
      Perform pushups
      Perform front neck bridges
      Pivot and turn and perform back neck bridges
      Perform bent knee situps
      Pivot and turn and perform pushups
      Jump to their feet and continue jogging in place

Note: Increase number of repetitions as pupils develop strength, timing, and agility.

SKILL DRILLS

1. Spinning drill
   a. Pupils pair off according to weight classification and assume referee's position.
   b. On the command, *spin*, A, on top, places his chest in contact with the center of B's back and spins around B. A should be cued to keep his legs spread and his arms extended in order to maintain balance.

c. On command, A should change the direction of the spin.
d. Maintain the drill for thirty seconds.
e. Have A and B reverse positions. Repeat the drill.

2. Floating drill
   a. A assumes the bottom position.
   b. On the command, *float*, A attempts to escape by turning sharply on hands and knees.
   c. On command, A should change the direction of his turn.
   d. B attempts to maintain his top position. Neither A nor B may use any wrestling holds to improve his position.
   e. Maintain the drill for thirty seconds.
   f. Have A and B reverse positions. Repeat the drill.

REVIEW OF PREVIOUSLY LEARNED SKILLS

1. Select several pairs of pupil volunteers to demonstrate their skills.
2. Call upon pupils to analyze the performances of the demonstrators.
3. Have demonstrators repeat their performances incorporating suggestions made by pupils and teacher.
4. Conduct practice of skills by the entire class. Emphasize important cues and corrections.
5. Pupils reverse positions and repeat performances of skills.

DEMONSTRATION AND ANALYSIS OF NEW SKILLS

1. Use a problem-solving approach to teaching new skills. For example, in an advanced lesson, pose the problem: "How may the bottom man in the referee's position escape to a neutral standing position?" Following pupil analysis of the problem, teach the stand-up and turn escape. When teaching the counter to the stand-up and turn escape, pose the problem: "How may the top man in the referee's position prevent, or counter, the stand-up and turn escape?" Following pupil analysis of this problem, teach the wrestler's grip and body-lock counter. Emphasize the rules of wrestling that apply.
2. Call upon pupil volunteers to demonstrate the skills.
   a. Teach by the numbers.
   b. Announce each progressive stage.
   c. Repeat each movement slowly.
   d. Have demonstrators perform the entire skill without a count in order to show the smooth flow of movement.

3. Invite pupils to analyze the performance of the demonstrators throughout the demonstration.
4. Have demonstrators repeat their performances incorporating suggestions made by pupils and teachers.

PRACTICE AND DRILL

1. Teach by the numbers.
   a. On command, the entire class should perform step by step in unison.
   b. Repeat each movement slowly until every pupil attains a satisfactory level of performance.
   c. Cues and corrections should be given to correct common errors.
   d. Increase the pace of movement in successive repetitions until pupils perform the entire skill without a count.
   e. Have pupils reverse positions and repeat skills.
2. Conduct a situation drill.
   a. Pose the problem, "You are the bottom man in the referee's position. There is one minute left and you need one point to win."
   b. On the whistle, the bottom man attempts to standup and turn.
   c. Use the whistle to stop all wrestling.
   d. Count the number of successful escapes.
   e. Have pupils reverse positions and repeat the drill.

APPLICATION OF NEW SKILLS

1. Conduct short bouts of thirty to sixty seconds.
   a. Emphasize that pupils should incorporate the newly learned skills into their repertoire.
   b. Announce rulings so that the entire class understands the basis for points scored.
2. Designate trained pupils as referees, scorers, timers, and coaches.
3. Emphasize good sportsmanship by having wrestlers shake hands at the conclusion of their bouts.
4. Train pupils in the routines of conducting bouts. For example, at the conclusion of a bout, the referee, standing between the wrestlers in the center of the mat, should raise the arm of the winner.

SUMMARY AND REVIEW

1. Select pupil volunteers to demonstrate the skills learned.
2. Call upon pupils to analyze the performance of the demonstrators.
3. Review the wrestling rules that apply.
4. Recommend books and periodicals on wrestling for interested pupils.

APPENDIX

SELECTED REFERENCES

B = Basic (recommended for pupils and teachers)
I = Intermediate (recommended for teachers, coaches, and wrestlers)
A = Advanced (recommended for coaches and advanced wrestlers)

American Association for Health, Physical Education and Recreation. *What Research Tells the Coach about Wrestling.* Washington, D.C.: The Association, 1964. (A)

———. *Physical Education for High School Students.* Washington, D.C.: The Association, 1955. (B)

Amateur Athletic Union. *Official A.A.U. Wrestling Guide.* New York: Amateur Athletic Union of U.S.A. (Annual publication) (A).

Brown, Robert L., and Ober, D. K. *Complete Book of High School Wrestling.* Englewood Cliffs, N.J.: Prentice-Hall, 1962. (A)

Brown, Robert L., and Robertson, Thomas E. *Illustrated Guide to the Takedown in Wrestling.* West Nyack, N.Y.: Parker, 1967. (A)

Douglas, Robert. *The Making of a Champion.* Ithaca, N.Y.: Cornell University Press, 1972. (A)

Dratz, John P.; Johnson, Manly; and McCann, Terry. *Winning Wrestling.* Englewood Cliffs, N.J.: Prentice-Hall, 1966. (A)

Gardner, Frank. *The Young Sportsman's Guide to Wrestling.* New York: Thomas Nelson, 1963. (B)

Gianakaris, George. *Action Drilling in Wrestling.* Springfield, Va.: The Author, Box 254, 1966. (B)

Hunt, Briggs, and Miller, Norman. *Beginning Wrestling.* Belmont, Calif.: Wadsworth, 1970. (B)

Kapral, Frank S. *Coach's Illustrated Guide to Championship Wrestling.* Englewood Cliffs, N.J.: Prentice-Hall, 1964. (A)

Keen, C. P.; Speidel, C. M.; and Swartz, R. H. *Championship Wrestling.* Annapolis, Md.: U.S. Naval Academy, 1957. (I)

Macias, Rummy. *Learning How—Wrestling.* Mankato, Minn.: Creative Educational Society, 1966. (B)

Martin, George. *The Mechanics of Wrestling.* Madison, Wis.: University of Wisconsin Press, 1962.

National College Athletic Association. *Official N.C.A.A. Wrestling Guide.* New York: The Association. (Annual publication) (B)

Perry, Rex, and Umbach, Arnold W. *How to Improve Your Wrestling.* Chicago: Athletic Institute, 1956. (B)

———. *Wrestling.* New York: Sterling, 1968. (B)

———. *Wrestling Instructor's Guide.* Chicago: Athletic Institute, 1956. (I)

Spackman, Robert. *Conditioning for Wrestling.* Springfield, Ill.: Charles C. Thomas, 1970. (B)

Umbach, Arnold W., and Johnson, Warren R. *Wrestling.* Dubuque, Iowa: William C. Brown, 1966. (B)

———. *Successful Wrestling.* Dubuque, Iowa: William C. Brown, 1965. (A)

SELECTED MULTIMEDIA AIDS

Films	Distributor
Wrestling Techniques and Drills	Leroy Alitz U.S. Military Academy West Point, N.Y.
Wrestling—Basic Skills	John Colburn Associates 1122 Central Avenue Wilmette, Ill.
Advanced Techniques of Wrestling	Premier Products River Vale, N.J.

Maneuvers Essential for Effective Wrestling	Raymond E. Sparks Springfield College Springfield, Mass.
Wrestling Fundamentals and Techniques	Audio-Visual Education University of Michigan Ann Arbor, Mich.
Championship Wrestling	Nichols Wrestling Products P.O. Box 1125 Ames, Iowa
Ready Wrestle	Illinois Bell Telephone Co.
Introduction to Wrestling	Ryan Films This is free on request from the Bureau of Health and Physical Education.
The Sprig Gardner Wrestling Film Library Set of 5 films.	Universal Resilite 43 Polk Avenue Hempstead, N.Y. 11550

Prepared Slides	**Distributor**
Champions on Film—Wrestling	Champions on Film 802 South State Street Ann Arbor, Mich.
Physical Education No. 1 *Wrestling:* Reverses, Escapes, Breakdowns, Rides and Counters	3M Business Products 75-07 Main Street Flushing, N.Y.
Physical Education No. 2 *Wrestling:* Takedowns and Go-Behinds	3M Business Products 75-07 Main Street Flushing, N.Y.

Filmstrips	**Distributor**
Beginning Wrestling	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654

Units No. 1—No. 5 *Introduction to Wrestling* Takedowns, Breakdowns and Rides, Pinning Combinations, Escapes and Reverses	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654

Loopfilms	**Distributor**
Wrestling (Basic Skills)— Set of 19	Athletic Institute 805 Merchandise Mart Chicago, Ill. 60654
Wrestling (Intermediate Skills)— Set of 14	Athletic Institute 805 Merchcandise Mart Chicago, Ill. 60654